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| ***Lesson Plan #1***  ***Teacher*: Danielle Degelman**  ***Grade*: 5**  ***Topic*: Canadian Symbols** |
| ***Step 1—Learning Goals*** |
| ***Big Picture Connection*:**  This lesson will allow students to explain the meanings and origins of a variety of Canadian symbols. The “dynamic relationships” goal as outlined in the *Saskatchewan Curriculum: Social Studies* (2009) will be integrated into this lesson and give students the opportunity to reflect on how the Canadian symbols have affected their views of Canada. |
| ***Curriculum Learning Outcomes*:**  Students will:   1. Explain the meaning and origin of a variety of Canadian symbols (e.g. coat of arms, motto, flag, beaver, RCMP, national anthem, hockey, maple leaf) and consider the purposes of such symbols. 🡪indicator e) from DR5.1 of “Grade 5 Social Studies Outcomes and Indicators” 2. Apply strategies and rules necessary for safe and skillful involvement in physical activities, alone and with others. 🡪indicator from “Physical Education: A Curriculum Guide for the Elementary Level (1999)” 3. Read and view a range of grade-level appropriate oral, print, and other media texts in a variety of situations for a variety of purposes; and speak, write, and represent to express their thoughts, feelings, and experiences in a variety of forms. 🡪indicator from “English Language Arts: A Curriculum Guide for the Elementary Level (2002)” |
| ***Multiple Perspectives*:**  As students share their overall attitudes and reactions toward Canada during the set of my lesson, they will also listen to their classmates’ thoughts and perspectives. However, the gathering of multiple perspectives will be widened when students consult a variety of approved resources on their Canadian symbols. Different cultural views and attitudes may be reflected through their research. For example, the first Aboriginal peoples of Canada were the first to discover the sap that came from maple trees. Also, Ontarians and Québecers later included the maple leaf in their provincial coat of arms. In other words, as student teams study the history of their symbol, they will realize that people from many provinces and cultures were involved with its development. |
| ***Adaptive Dimension:***  Since students have different strengths and weaknesses, I will have to consider the groupings carefully. I believe that the class would greatly benefit if I decide to group higher-level readers and writers with lower-level readers and writers. This way, lower-level students will learn from their classmates, while the higher level students will apply their knowledge while helping others. I will also guide each group as they search for information and write down their notes on the provided handout. |
| ***Interdisciplinary Connections*:**  This lesson is strongly connected to Grade 5 physical education. As students search for Canadian symbols on the playground or field, they will apply the “safe outdoor rules and procedures” that were addressed earlier in the classroom. I will observe whether or not students make appropriate decisions regarding safety as they engage in physical activity on the playground and field.  The language arts strand is evident in this lesson as it includes resource-based learning and requires students to consult a variety of resources. Students will practice their researching skills by examining a variety of reviewed books and websites. They will also have the opportunity to share their newly-acquired information with the rest of the class. |
| ***Step 2—Learning Plan*** |
| ***Set*** (10-15 min.):  Prior to the lesson, I will hide eight artifacts or pictures of Canadian symbols on the school playground and field. Specifically, I will hide a hard copy of the coat of arms, the motto of Canada, the Canadian flag, and the national anthem; a stuffed toy beaver, a jar of maple leaves, a hockey puck, and a RCMP Stetson hat. Possible locations of hiding may be on the playground structure, slides, or swings; on the baseball diamond; dug in a hole (make it obvious that something is hidden underneath); or on the school field (and secured with a rock if need be).  In the classroom, I will write the word, “Canada” on the chalkboard in big, bold letters and circle it. Then, I will ask students to give me reasons *why* they love their country. Possible reasons may refer to Canada’s size, recognition and acceptance of other cultures, nature and animals, sports, friendly people, safe schools and neighbourhoods, freedom, etc. I will encourage participation among students (especially those from other countries) and write their answers on the board by forming a web. (It is possible that other students will give reasons why they *do not* like their country. If students provide any negative feedback, I will ask them to give reasons *why* they might not like Canada. I will not ignore these students’ answers or say that they are wrong. Instead, I will be open to all possible reactions and write them on the board as well!)  I write the heading, “Canadian Symbols”, on the chalkboard, and ask students to help me develop a list of these symbols. I will write the first symbol on the chalkboard to get students started, such as “beaver”. I will offer useful prompts if students cannot think of any answers (e.g. “*O Canada* is the name of our \_\_\_\_\_\_” and “This symbol is in the middle of the Canadian flag”). As students develop a list of answers, I will assess their prior knowledge of Canadian symbols in case modifications need to be made to the major activity. In other words, I might ask myself, “How many symbols can students list?”, “How many hands are raised?”, and “Are students’ answers accurate?”. |
| ***Development*** (35-45 min.):  I will inform students that I have hidden eight of these symbols on the playground and school field, and that they are to locate and retrieve *one* of these symbols with their teammates. I will circle these hidden symbols on the list so that students know what they need to find. I will then explain this outdoor activity in depth, and outline the “safe outdoor rules and procedures” to all students. For example; students must wear appropriate gear while outside (depending on the weather); ensure that there is always enough walking, running, and climbing space; never perform movements or tasks that are uncomfortable; and never push or shove other students.  I will group students into pre-determined teams of three. After students get on their outdoor wear and head out the door, I will supervise students as they try to locate only *one* symbol with their teammates. I will re-direct students if they start to wander, and provide appropriate clues if students are having trouble locating an object. Once students have found an object, I will instruct them to stand in line at the door and wait for other teams to finish.  When students are back indoors, I give them the remaining twenty-five to thirty minutes to conduct research on the symbols that they found. More specifically, I will ask each group to locate information on “WHO” and “WHAT” was involved with the origin and development of their symbol, “WHERE” their symbol originated from, “WHEN” their symbol came into being (and other important dates associated with their symbol), and reasons WHY” their symbol is important to Canada. (The “My Canadian Symbol” handout will be distributed to each working group.) Groups will be required to list *at least* three points under each heading.  I will direct students to possible books and websites that they may use, and distribute a page of approved resources for each group. I will remind students to share resources with other groups. Also, I may want to encourage students to assign student roles within groups. For example, students can rotate among the roles of “researcher”, “speaker”, and “recorder” as students work on “the five W’s”. |
| ***Closure*** (10-15 min.):  When time is up, I will ask students to find their desks and ask one group member to share one idea under each heading. After each group has presented their symbol to the class, I will praise specific points, as well as elaborate on and correct other pieces of information to prompt questions from students. I will ask students to pass the eight handouts to the front of the room so I can mark them.  After all students have presented their Canadian symbols to the class, I will ask each student to reflect upon the “HOW” section of their Canadian symbol at home. In particular, I would like each student to hand-in a five-sentence response to “How does your symbol relate to or represent Canada? How has your Canadian symbol affected your view of Canada?”. I will write these questions on the board so that students can copy them into their notebooks and engage in further inquiry at home. |
| ***Reflection on and Assessment of Learning*:**  *For Learning*:  Before students begin the research activity, I will observe students’ reactions and answers as they brainstorm possible symbols of Canada (during the set of my lesson). As described earlier, I will have to ask myself such questions as “How many symbols can students list?”, “How many hands are raised?”, and “Are students’ answers accurate?”. This way, I am aware of my students’ prior knowledge or “Velcro learning” before the major activity even begins. If I find that students do not have a wide or accurate understanding of Canadian symbols, I may choose to eliminate a few of the “more difficult symbols” (such as the national motto and coat of arms), or make student teams larger.  *As Learning:*  As students are engaged with active kinesthetic learning in their outdoor environment, I will use a checklist to ensure that students are meeting the physical activity indicator as noted above. Criteria will include:   * students wear appropriate outdoor wear * students ensure enough walking, running, and climbing space * students never perform any dangerous movements or tasks * students demonstrate a respect for others, and do not push or shove other students   I will use another checklist as I observe students’ researching skills. Students will reach the language arts indicator as noted above if:   * students use books *and* websites to conduct research * students are able to distinguish between reliable and unreliable resources * students write information in their own words   Finally, I will mark the eight “My Canadian Symbol” handouts that I receive from student teams. I will know that students have met indicator e) of DR5.1 if they have included accurate information on:   * “WHO” and “WHAT” was involved with the origins and development of their symbol * “WHERE” the symbol originated from * “WHEN” their symbol was introduced as a national symbol * “WHY” their symbol is meaningful for Canadians   Each sheet will be marked out of a total of 15 points (5 W’s x 3 points = 15). I will know that students have met this social studies indicator if they acquire 11 points or more (73% or greater).  *Of Learning:*  During the next social studies period, I will collect the “HOW” portion of the activity and read students’ reflections. At this point of the lesson, students should know enough about their symbol that they can make this connection to their own viewpoints. Since this part of the assessment is very subjective, I will not assign a mark on students’ reflections. Instead, I will read them, and provide productive feedback on their responses. |
| ***Resources and Materials:***   1. eight Canadian symbols: coat of arms (hard copy), motto of Canada (hard copy), Canadian flag (hard copy), Canada’s national anthem (hard copy), beaver (stuffed toy), hockey (puck), RCMP (Stetson hat), maple leaf (jar of leaves) 2. outdoor wear and running shoes or boots 3. pencil 4. eraser 5. chalk 6. eight “My Canadian Symbol” handouts 7. eight “Ten Great Resources You Can Use” handouts 8. a variety of books (four are listed on the “Ten Great Resources You Can Use” handouts I will distribute to students) 9. computers |

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**My Canadian Symbol**

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